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ABSTRACT

Information and accompanying exercises in this six-part booklet are designed to provide adults with opportunities to explore interests, skills, and values as part of a program in career and life planning. Part I focuses on identifying interests, categorizing them under headings developed by John Holland (i.e., realistic, investigative, artistic, social, enterprising, and conventional), evaluating their relative importance, and relating them to career and leisure time activities. Work values are then considered in Part II, which presents exercises that help to determine, for each reader, the ideal work day, work situations to be avoided, and to rate the relative value of 20 work characteristics, such as prestige, pace, and level of responsibility. Exercises in Part III help the reader to identify his/her skills in the areas of self-management (i.e., those skills, such as punctuality, which are specific to the person and not to the job); functional skills that are required in dealing with data, persons, or things; and work-content skills that require knowledge of specific procedures or subjects. Parts IV and V next present exercises which help the reader to inventory his/her own personal values and life style preferences. Finally, questions in Part VI require the reader to relate his/her interests, work values, personal values, and life style preferences to his/her career choice. A 63-item bibliography is appended. (KL/JP)

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ED211170

BOOKLET ONE

# YOUR UNIQUE SELF

The Career Life Assessment Skills Series

A Program to Meet Adult Developmental Needs

Bernadette M. Curtin
Fred J. Hecklinger

Project Directors

Vocational Guidance and Counseling Project

Conducted Under

Vocational Education Amendments of 1976

Public Law 94-482

1981

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The Career Life Assessment Skills Series
(CLASS)

This series consists of eight booklets which can be used in conjunction with the CLASS workshops or by themselves. The following topics are covered in the series.

BOOKLET ONE — YOUR UNIQUE SELF

This booklet helps you to look at your interests, skills, values, work values, and lifestyle preferences.

BOOKLET TWO — JOB MARKET INVESTIGATION

This booklet helps you to research careers, to identify possible new careers that may interest you, and to make effective decisions.

BOOKLET THREE — JOB CAMPAIGN STRATEGIES

This booklet helps you learn how to find a job, to know how to handle an interview, to write a resume, and to conduct an effective job search.

BOOKLET FOUR — THE FEDERAL EMPLOYMENT PROCESS

This booklet helps you to understand the federal employment process and outlines the best ways to look for a job with the federal government.

BOOKLET FIVE — ACADEMIC SURVIVAL SKILLS

This booklet helps you to deal with some of the learning skills needed to be successful when returning to school.

BOOKLET SIX — MID-LIFE AND CAREER TRANSITIONS

This booklet helps you to understand what kind of career and life changes people go through and to evaluate your own needs for change.

BOOKLET SEVEN — JOB-KEEPING AND REVITALIZATION

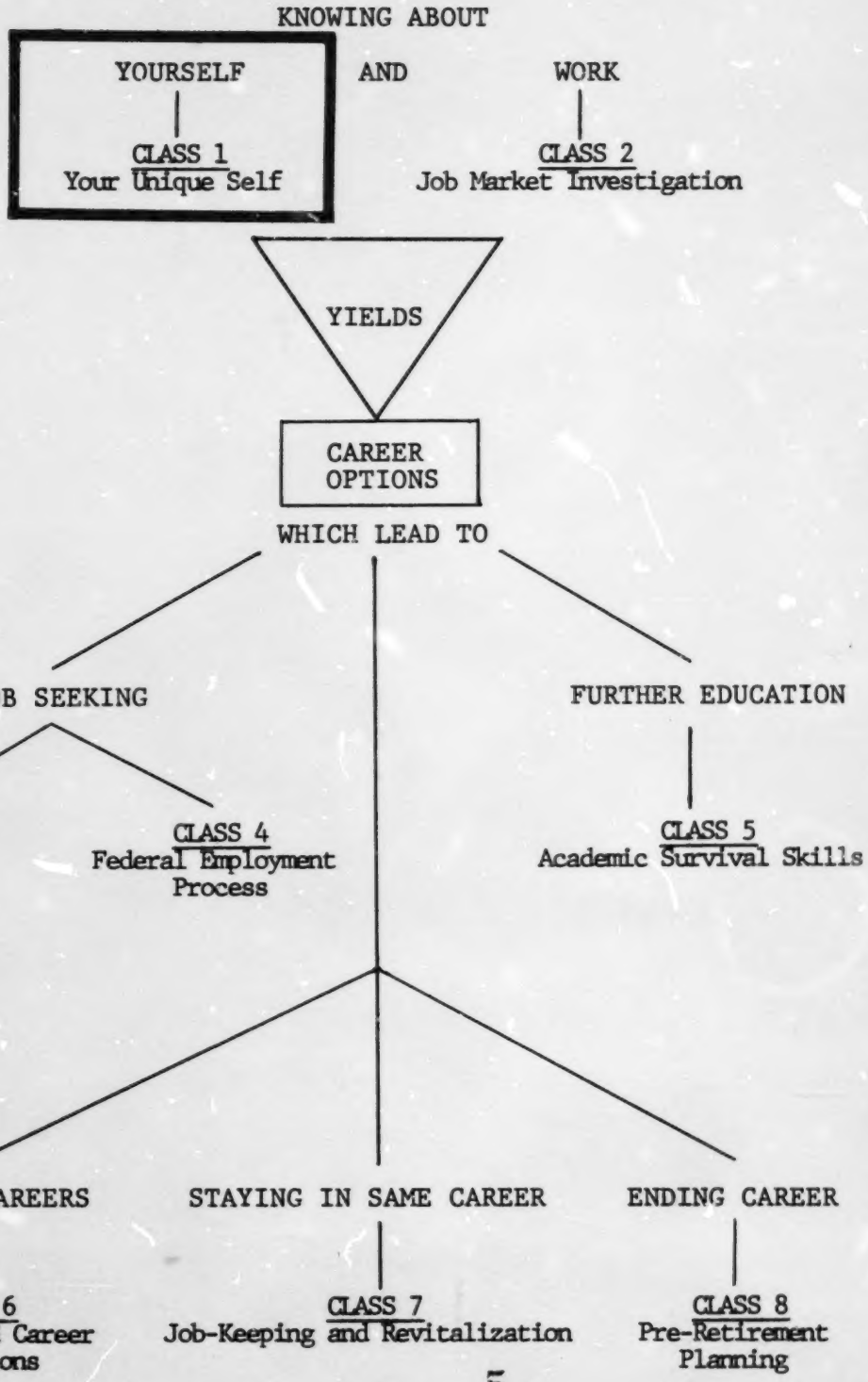
This booklet helps you to maintain your effectiveness and interest in your current job and suggests ways that you can breathe new life into your job.

BOOKLET EIGHT — PRE-RETIREMENT PLANNING

This booklet helps you to look at the important issues involved in planning for your retirement and gives you guidelines on how to get started with this process.

CAREER LIFE ASSESSMENT SKILLS SERIES

C.L.A.S.S.



## CAREER LIFE PLANNING

Career life planning is a continual process of assessing where you are headed in your life and career and of deciding whether or not you wish to make changes. In order to make these life and career decisions, it is important that you know about three distinct but essential areas:

- Yourself, which involves taking an inventory of your
  - --interests
  - --skills and abilities
  - --work values
  - --personal values
  - --temperament
  - --personality traits
  - --lifestyle preference
- The world of work, which involves the evaluation of your own career, if you have one, and other potential careers through
  - --research
  - --experience
  - --informational interviewing
  - --decision-making
  - --job revitalization
- Other opportunities not necessarily connected with work that may help you to change your lifestyle, such as
  - --education
  - --leisure activities
  - --community service
  - --retirement planning

After an in-depth look at your own goals and lifestyle preferences and a comprehensive evaluation of the career change and other options open to you, you will then be ready to make an effective decision.

Making a life or career decision is a big step. At this juncture, you will want to set up a plan to carry out your decision. This might include some of the following short-term goals:

- Obtain more specific training or "brush-up" work on a skill.
- Make some changes in your present job that will increase your job satisfaction.
- Up-date your resume.
- Make changes in your lifestyle.
- Improve your interviewing style.
- Return to school.
- Investigate other job opportunities.
- Become involved in community activities that interest you.
- Plan a second career to enter in a few years.
- Plan for your retirement.

The short-term goals that you establish for yourself will eventually help you to make the changes that you feel are appropriate to fulfill your life and career plans. It is only through planning, evaluating, investigating, reviewing, and decision-making that you can begin to put the career planning process to work for you.

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YOUR UNIQUE SELF


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# YOUR UNIQUE SELF

Booklet One

Career Life Assessment Skills Series

(CLASS)

This booklet is designed to help you evaluate several factors about yourself that are important in planning your life and career. Your life is a process of maturing, developing, and growing. You have unique characteristics, needs and goals. The lifestyle or career that is best for a friend, parent, or relative may not be best for you. It is important that you make decisions based on your own evaluation of the direction that you want to take in life. In order to begin this process, it is important for you to ask yourself the following questions:

1) What are my interests? How do they relate to a career I might choose?

2) What are my work values? How important are they in choosing a job or career?

3) What are my skills? What new skills would I like to develop?

4) What are my values? What effect do they have on my career and way of life?

5) What are my lifestyle preferences? How do they relate to a career I may choose?

These questions are important to consider at any time in your life and career evaluation process. If you are just beginning to consider the type of career you may choose, consideration of these questions can help you to make better choices. If you are thinking about changing careers, it is important to consider these questions before deciding what type of change you want. If you are thinking about starting a new career after having been a homemaker, answering these questions can help you to get started. Use the following information, checklists, and exercises to help you answer these questions. Supplement this with discussions with family, friends, and counselors. There is no one right way to begin a life and career planning process. The most important thing is to do something--don't procrastinate. Taking account of your own unique needs and characteristics is a good way to start.

## I. INTERESTS

Your interests can give you insight into careers and lifestyles that can be satisfying and fulfilling. If you can enter a career that is related to your interests, your chances of enjoying and being successful in that career are enhanced. Your interests can also be the key to developing a fulfilling lifestyle. It is unreasonable to expect that most of your interests will be fulfilled in a career. You should be able to develop interests outside of work in order to give yourself a varied and enriched lifestyle. It is therefor important to:

1) Identify your interests.

2) Evaluate which interests are most important to you.

3) Determine how your interests may relate to a career.

4) Determine how other interests can be fulfilled outside of your career.

The following exercises can help you to evaluate your interests.

A. Twenty Things You Like to Do[1]

1) Write down twenty things you like to do in the chart below. Write them down quickly, if possible, and in no particular order.

2) Place and "X" next to those things you have done within the past few weeks.

3) Place an "A" next to those things you like to do alone.

4) Place a "P" next to those things you like to do with people.

5) Place a "$" next to those things that cost $5.00 or more each time you do them.

6) Place an "O" next to those you would like to have be a part of your occupation.

7) Place an "L" next to those you would like to have as part of your leisure.

8) What setting would you like to do these things? (Mountains, city, suburb, home, work, etc.)

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[1]Adapted from Sidney B. Simon, Leland Howe, and Howard Kirschenbaum. Values Clarification: A Handbook of Practical Strategies for Teachers and Students. New York: Hart Publishing Co., 1972, p. 30.

| Twenty Things I Like to Do | List X,A,P, $,O,L, as Appropriate | Setting | Comments |
|---|---|---|---|
| 1. | | | |
| 2. | | | |
| 3. | | | |
| 4. | | | |
| 5. | | | |
| 6. | | | |
| 7. | | | |
| 8. | | | |
| 9. | | | |
| 10. | | | |
| 11. | | | |
| 12. | | | |
| 13. | | | |
| 14. | | | |
| 15. | | | |
| 16. | | | |
| 17. | | | |
| 18. | | | |
| 19. | | | |
| 20. | | | |

Discuss your list, if you wish, with friends, family or your counselor. Think about how you may best pursue your interests and of other interests you might wish to develop. Consider which interests may be fulfilled in your career. Do you have interests that would require your living in a particular setting? Record your thoughts in the comments section of the chart.

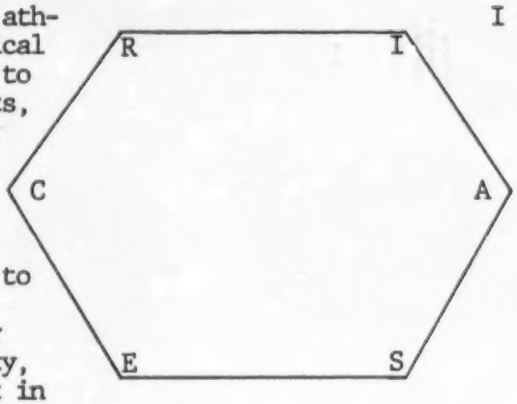
B. The Party Game[2]

As you consider a career choice or career change, it is important to evaluate your own interests and to also consider the interests of the people with whom you might be working. Research has shown that you have a better chance of being satisfied in a particular occupation if your interests are similar to those people already employed in that occupation.

Below is the floor plan of a room in which a party is being held. Assume that people have formed six groups, each representing specific interest patterns. The comments in the margins identify each group's characteristics.

R - People who have athletic or mechanical ability, prefer to work with objects, machines, tools, plants, or animals, or to be outside.

C - People who like to work with data, have clerical or numerical ability, carry things out in detail, and follow through on others' instructions.




I - People who like to observe, learn, investigate, analyze, evaluate, or solve problems.

A - people who have artistic, innovating, or intuitional abilities, and who like to work in unstructured situations using imagination or creativity.

E - People who like to work with people--influencing, persuading, or performing, leading, or managing for organizational goals or for economic gain.

S - People who like to work with people--to inform, enlighten, help, train, develop or cure them; this type is usually skilled with words.

--Which corner of the room would you move toward first? Which people would you enjoy spending the most time with? Write the letter of that corner in this box. ☐

--After 15 minutes the people in your corner disperse. Of the groups remaining, which corner would you go to now? Write the letter of that corner in this box. ☐

--Another 15 minutes passes and this group also decides to move on. Of the groups remaining, which one would you enjoy spending the most time with? Enter that letter in this box. ☐

What are your first three choices? ☐ ☐ ☐

2 Adapted from Bolles, Richard N. The Quick Job Hunting Map. Berkeley, California: Ten Speed Press, 1975, p. 4.

What does this code mean? Below are more complete descriptions of the categories represented by each corner in the party room.

R--Realistic: Extreme examples here are rugged, robust, practical, physically strong, and frequently aggressive in outlook. They like to work outdoors and they like to work with tools, especially large powerful machines. They enjoy creating things with their hands and prefer occupations such as mechanic, construction work, some engineering specialties, some military jobs, agriculture, or the skilled trades.

I--Investigative: Extremes of this type are task-oriented; they enjoy solving abstract problems and have a great need to understand the physical world. They prefer occupations such as design engineer, biologist, social scientist, research laboratory worker, physicist, or meteorologist.

A--Artistic: Extreme examples here are independent, original, unconventional, expressive, and tense. Such people like problems that can be dealt with through self-expression in artistic media. They prefer occupations such as singer, artist, author, composer, actor/actress, and musician.

S--Social: The pure types here are sociable, responsible, humanistic, and concerned with the welfare of others. They express themselves well and get along well with others. They prefer to solve problems by discussions with others, or by arranging or rearranging relationships between others. They prefer occupations such as clinical psychologist, high school teacher, marriage counselor, speech therapist.

E--Enterprising: The pure types are energetic and prefer social tasks where they can assume leadership. They enjoy persuading others to their viewpoints. They like power, status, and material wealth. They enjoy working in expensive settings. They prefer occupations such as realtor, business executive, buyer, sales, and television producer.

C--Conventional: Extremes of this type prefer the highly ordered activities, both verbal and numerical, that characterize office work. They dislike ambiguous situations, preferring to know precisely what is expected of them. They have little interest in problems requiring physical skills or intense relationships with others. They are most effective at well-defined tasks. Vocational preferences are mostly within the business world, and include bank examiner, bookkeeper, some accounting jobs, financial analyst, secretary.

Your three letter summary code gives you a way of categorizing your interests. This system is based on a theory by Dr. John Holland which hypothesizes that you can categorize your interests and that you can also categorize occupations by the same coding system. In order to optimize career satisfaciton, you should try to identify occupations with a code that corresponds to your own code.

C. If you look back at the two previous exercises and at any other interests that you have, try to come up with five interests that are of major importance to you, and write them in the space below:

<u>My 5 most important interests</u>

1)

2)

3)

4)

5)

Using the chart below, try to list as many ways as you can of pursuing these interests. For example, if you have a major interest in athletics, you can pursue this interest by being a physical education teacher, by participating in athletics, by coaching, by selling athletic equipment, by watching athletic events, and by reading about athletics. These are all ways of fulfilling an interest, but range from a career to leisure activity, from active to passive involvement. Be creative and list as many possible ways of pursuing your interests as you can.

| Major Interests | Activities, Occupations, and Other Ways of Pursuing These Interests |
|---|---|
| 1) | |
| 2) | |
| 3) | |
| 4) | |
| 5) | |

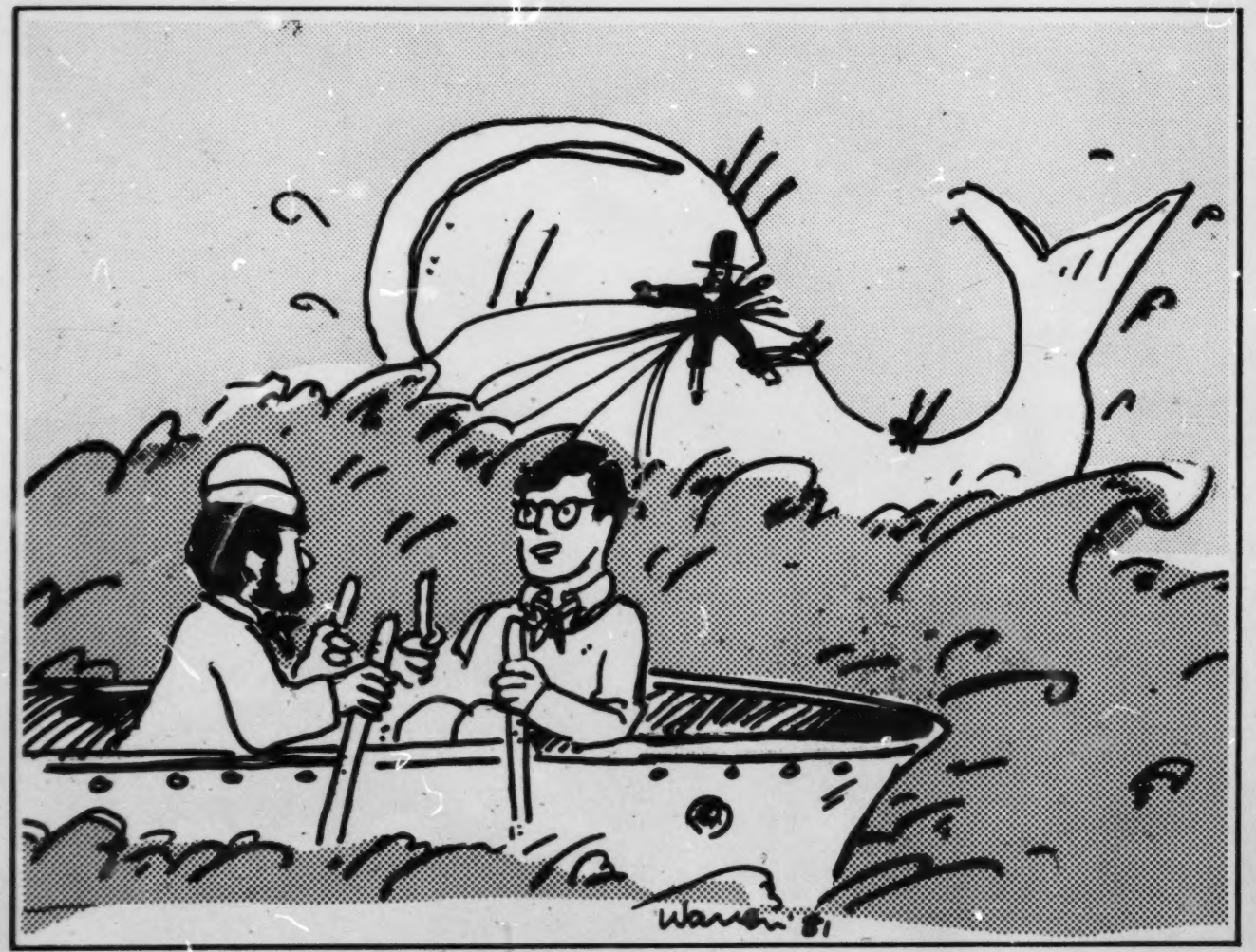
D. You may also wish to further explore your interests by taking one or more interest inventories. Some of the more widely available inventories are:

The Strong-Campbell Interest Inventory
The Self-Directed Search: A Guide to Educational and Vocational Planning
The Career Assessment Inventory
The Kuder Career Interest Survey

These inventories help you to categorize your interests and compare them with the interests of people who are working in various occupational areas. If you are interested in taking one of these inventories, check with the counseling office at the campus nearest you.

## II. WORK VALUES

In choosing a career or in making a career change, it is important to consider what you value most about your work. What must your work have in order to make it rewarding to you? Is it important that you be your own boss? Do you really want to work outdoors most of the time? What kind of responsibility do you need? Do you want to work with people or work alone? The answers to these questions and others depend on your work values. The following activities will help you to define your work values.



"You know, Ish, maybe I should think about getting into another line of work. I've been feeling a little out of place in this environment."

A. What is your ideal work day? What kind of activities would you like to take place? What kind of hours, what kind of setting? How about colleagues, supervisor, contact with others? In the space provided below, describe your ideal work day.

B. What kind of conditions, activities, responsibilities, or people do you want to avoid at all costs in any job you might have? In the space below, list some of the things that any job you take should <u>not</u> have.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C. The following inventory consists of twenty items, each describing the two extremes of a major work characteristic. For each item, check the space which best describes your own work values.

| | 2 | 1 | 0 | 1 | 2 | |
|---|---|---|---|---|---|---|
| 1. Self-employment | ___ | ___ | ___ | ___ | ___ | Work for organization |
| 2. Work with other people | ___ | ___ | ___ | ___ | ___ | Work alone |
| 3. Unstructured work: room for creativity and initiative | ___ | ___ | ___ | ___ | ___ | Structured environment: well-defined duties and responsibilities |
| 4. No supervision | ___ | ___ | ___ | ___ | ___ | Close supervision |
| 5. High level of responsibility: make key decisions | ___ | ___ | ___ | ___ | ___ | Low level of responsibility: no critical decisions |
| 6. Long hours and weekend work usual | ___ | ___ | ___ | ___ | ___ | Short hours: 8 hours per day maximum |
| 7. Possible overtime | ___ | ___ | ___ | ___ | ___ | Guaranteed regular hours |
| 8. Similar duties every day | ___ | ___ | ___ | ___ | ___ | Variety of duties daily |
| 9. Security offered in work | ___ | ___ | ___ | ___ | ___ | Challenges and risks in work |
| 10. Slow pace, low pressure | ___ | ___ | ___ | ___ | ___ | Fast pace, high pressure |
| 11. Can't see results of work: long-range goals | ___ | ___ | ___ | ___ | ___ | Visible end products: specific achievable goals |
| 12. Work outdoors in all weather and conditions | ___ | ___ | ___ | ___ | ___ | Work indoors in pleasant environment |
| 13. Work in specific geographical area | ___ | ___ | ___ | ___ | ___ | Willing to relocate anywhere |
| 14. Work for small business | ___ | ___ | ___ | ___ | ___ | Work for large business |
| 15. Low prestige and status | ___ | ___ | ___ | ___ | ___ | High prestige and status |
| 16. Few opportunities for advancement and professional development | ___ | ___ | ___ | ___ | ___ | Many opportunities for advancement and professional development |
| 17. Live half-hour or more from work | ___ | ___ | ___ | ___ | ___ | Live very close to work |
| 18. Little work with machines | ___ | ___ | ___ | ___ | ___ | Close work with machines |
| 19. Work opportunities after 65 | ___ | ___ | ___ | ___ | ___ | Early retirement |
| 20. Little or no travel | ___ | ___ | ___ | ___ | ___ | Frequent travel |

D. Now look back at your responses to sections A, B, and C. Summarize at least five work values that are most important to you. Feel free to list more than five if you wish.

1. 6.
2. 7.
3. 8.
4. 9.
5. 10.

E. You now have been able to look at what you value most in your work. How does this relate to any careers that you have considered? If you are currently working, is your present job fulfilling your important work values? If you are considering a career change, what relationship do your work values have to the alternative careers you are considering? Are there certain careers that you have considered but should avoid because they would not be consistent with your work values? Please write your comments in the space below.

## III. SKILLS

Everyone has a variety of skills and you are no exception. A skill is simply an ability to do something. Some skills take a long time to learn and develop. Others come much more easily and seem to be a natural part of your makeup. Some skills are very specialized and apply only to a certain type of activity. Others are more general and can apply to a variety of situations.

Although everyone has hundreds of skills, most people tend to overlook their skills and even to downgrade them. Often people look only for their major skills, rather than acknowledging the many small but important skills that one uses every day. In our society, it has traditionally been more acceptable to acknowledge our negative qualities and weaknesses than to acknowledge our skills and what we do well. One does not want to appear to be bragging. Dwelling on lack of skills and weaknesses can also be used as excuses for not doing something, for not trying something, for not changing one's life.

It is important for you to acknowledge that you have skills, that these are important, that you can improve on existing skills, and that you can develop new skills. The following activities are designed to assist you in identifying your skills and in understanding better the different skills that you have. Your skills can be classified in three areas:

1) Self-Management Skills

2) Functional Skills

3) Work-Content Skills[3]

### A. Self-Management Skills

How do you relate to other people? Are you punctual? Are you organized? How do you perform under stress? Are you enthusiastic? These are all self-management skills. One might call these personality traits or character traits, since they are a basic part of your nature, but they are, in reality, skills. These skills are specific to you and do not depend on any particular job or career. They can, however, be developed if you wish. You can learn to be more punctual if it is important to you that you do so. You can learn to be more organized and to improve your performance in stressful situations.

It is important to consider your self-management skills when planning a career or job change. Try to match your career or job to your skills or to those skills that you plan to develop. If you are a very enthusiastic person, try to find a job in a setting where your enthusiasm will be an asset. If you are good with attention to detail,

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[3] Bolles, Richard N. The Three Boxes of Life. Berkeley, California: Ten Speed Press, 1978, p. 142.

this can be an asset in many job settings. On the other hand, if you know that you do not have a certain self-management skill and do not intend to develop it, try not to choose a job that requires the skill. If you have difficulty getting going in the morning and being punctual, and do not wish to change, do not take a job that requires you to be there at 7:30 a.m. sharp. If you have difficulty concentrating, try not to choose a job that requires you to concentrate amid many distractions.

In some cases, a self-management skill that is a disadvantage in one job may be an asset in a different job. For example, flexibility may be detrimental in certain jobs requiring strict accounting practices such as auditing, but flexibility can be a positive skill when working with a community recreation program. If you are adventuresome, you could be an asset to an organization that needs people who are willing to take a risk and to try something new, but you may feel stifled and out of place in a highly structured organization. The following is a listing of some self-management skills.

Ability to choose, or make a decision
Alertness
Assertiveness
Astuteness
Attention to details, awareness, thoroughness, conscientiousness
Authenticity
Calmness
Candidness
Commitment to grow
Concentration
Cooperation
Courage, risk-taking, adventuresomeness
Curiousity
Diplomacy
Easy-goingness
Emotional stability
Empathy
Enthusiasm
Expressiveness
Firmness
Flexibility
Generosity
Good judgment
High energy level, dynamicness
Honesty, integrity
Initiative, drive
Loyalty
Open-mindedness
Optimism
Orderliness
Patience, persistence
Performing well under stress
Playfulness
Poise, self-confidence
Politeness
Punctualness
Reliability, dependability
Resourcefulness
Self-control
Self-reliance
Self-respect
Sense of humor
Sincerity
Spontaneity
Tactfulness
Tidiness
Tolerance
Versatility

Now write in the space below those self-management skills that you now have:

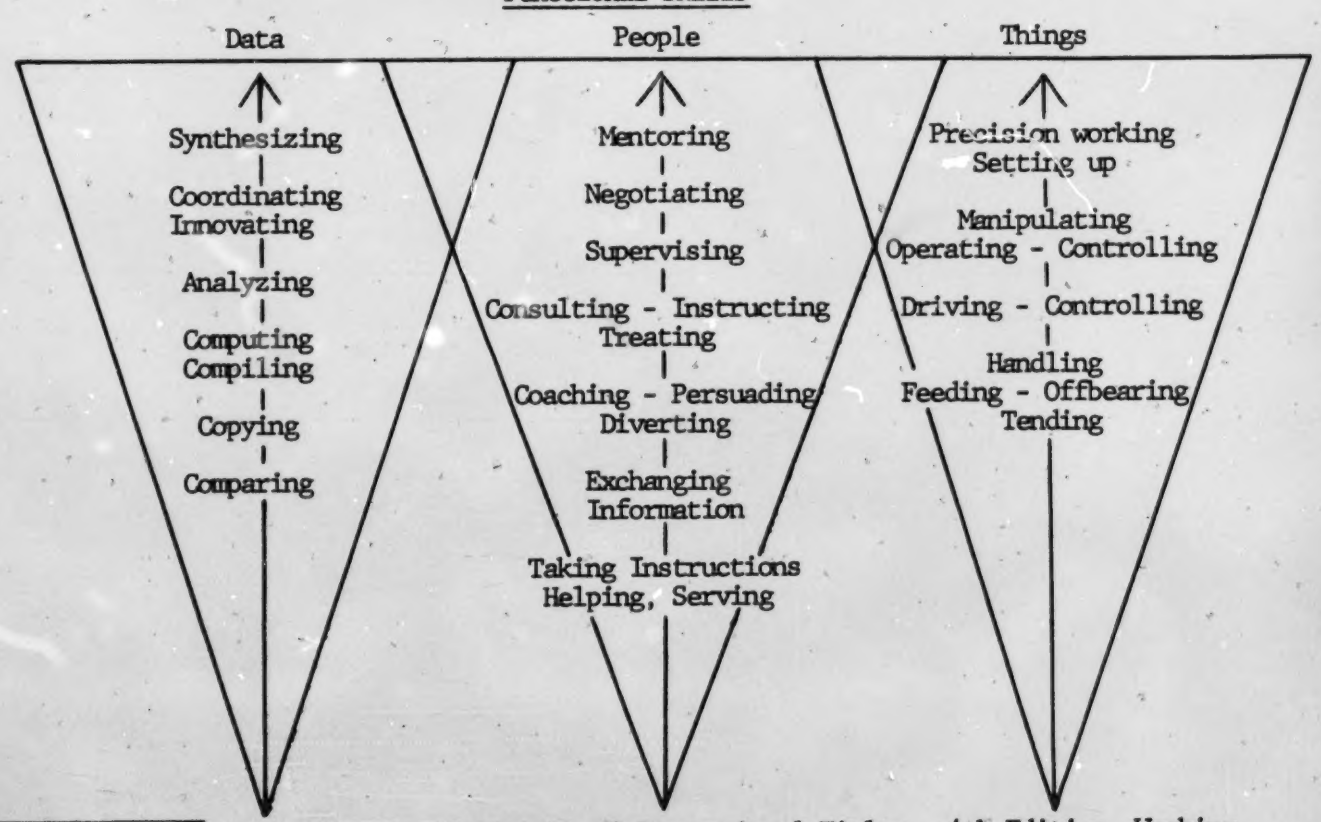
Now list in the space below those self-management skills that you would like to develop or improve:

B. Functional Skills

Functional skills are those involved in dealing with the basic tangibles of work and can be broken down into three basic areas: data, people, and things. These skills involve doing something to something, acting upon something, doing something with someone. They can be thought of as action verbs such as computing, teaching, operating, etc. These skills are generally transferrable from one job to another. Once you have learned a functional skill, you take it with you and can apply it in a different setting. If you are good at analyzing data in one job, you will probably be good at analyzing data in another job.

The following diagram illustrates the three general categories of functional skills. You should note that the more elementary skills are at the bottom and increase in complexity toward the top. Each skill usually involves all those below it. For example, if you want to be involved with people, you can do it at a relatively elementary level (helping, serving) or at a much higher level (mentoring, negotiating).

Functional Skills[4]




[4]Adapted by Fine, Sidney. Dictionary of Occupational Titles. 4th Edition. Washington, D.C.: U.S. Dept. of Labor Employment and Training Administration, 1977, p. 1369-1371.

Look at the following list of functional skills. Mark an "X" in front of those skills that you now possess. Mark an "O" in front of those skills that you would like to develop.[5]

1) Manipulation

___ assembling
___ constructing
___ building
___ operating tools
___ operating machines
___ operating heavy equipment
___ showing manual dexterity
___ handling with precision or speed
___ fixing or repairing
___ muscular coordination

2) Numbers

___ taking inventory
___ counting
___ calculating
___ bookkeeping
___ managing money
___ developing a budget
___ memorizing numbers
___ rapid manipulation of numbers
___ receiving

3) Creativity

___ imagining
___ inventing
___ creating
___ designing
___ improvising
___ adapting
___ improving

4) Helpfulness

___ helping
___ listening
___ understanding
___ caring
___ supporting
___ drawing out people
___ developing rapport
___ demonstrating empathy
___ motivating
___ sharing appreciation
___ raising others' self-esteem
___ healing, curing
___ counseling, guiding

5) Intuition

___ observing
___ inspecting
___ diagnosing
___ showing attention to detail
___ spacial perception
___ showing foresight
___ sizing up a situation quickly
___ having insight
___ acting on gut reactions

6) Analysis

___ researching
___ analyzing
___ organizing
___ classifying
___ problem solving
___ diagnosing
___ putting things in order
___ comparing
___ testing
___ screening
___ reviewing
___ evaluating

7) Words

___ reading
___ copying
___ writing
___ speaking
___ teaching
___ training
___ editing
___ memorizing
___ translating

8) Leadership

___ starting things
___ organizing
___ leading, directing others
___ promoting change
___ making decisions
___ taking risks
___ selling
___ promoting
___ negotiating
___ persuading
___ demonstrating
___ lecturing

[5]Bolles, Richard N. The Three Boxes of Life, p. 158.

9) Artistic

___ composing music
___ playing musical instruments, singing
___ fashioning, shaping things
___ illustrating
___ imagining
___ dealing creatively with color
___ acting
___ drawing
___ painting
___ photography
___ writing (novels, poetry)
___ landscaping
___ designing

10) Follow-Through

___ following directions
___ attending to details
___ classifying
___ recording
___ filing
___ retrieving

C. Work-Content Skills

Work-content skills involve knowledge of a specific procedure, language, or subject matter. Knowing how to service a carburator on an automobile is a work-content skill, since it involves remembering a certain procedure. Knowing a foreign language is a work-content skill, as is knowing a specific computer programming language such as COBOL or FORTRAN. Work-content skills tend to be specialized and apply to certain jobs. They involve memory of how to do something, what procedures to follow, what relationships exist, etc. You acquire work-content skills as you move from job to job, from one life experience to another, and they all involve the use of your memory.

The following listing illustrates the differences between work-content skills and functional skills.

1) You may be good at reasoning and problem solving (functional skills) but to be able to write a computer program you must know a specific programming language (work-content skill).

2) You may have excellent manual dexterity (functional skill) but to be able to assemble a piece of electronic equipment requires knowledge of the sequence of procedures to be followed (work-content skill).

3) You may have good physical coordination (functional skill) but to be successful in playing a game of soccer you must know the rules (work-content skill).

4) You may have a good sense of design for laying out a landscaping plan for a house (functional skill) but you must also know what plants grow best in your area, how big they grow, and what care they need (work-content skills).

Now think of some of your work-content skills and list them in the space below:

D. Summary

You now have a listing of some of your skills in the three areas. It is not essential that you know all of your skills but it is important that you realize that you do have all three types of skills and that you know major examples of each. Of all these types of skills, functional skills are probably the most important to articulate since they are very transferrable from one experience to another. There is a tendency in describing a job to list the job requirements in work-content terms when actually most of the skills required are functional. Try to analyze any job or new experience for the actual skills required and avoid going for new training to obtain skills that you already may possess.

In evaluating a job for the skills required, it may be helpful to ask yourself these questions.

1) Self-Management Skills: What types of personal characteristics do I need for this job?

2) Functional Skills: What kind of actions do I need to do this job well?

3) Work-Content Skills: What kind of special knowledge do I need to do this job well?

## IV. VALUES

A value can be defined as who or what matters most to you. Values can be abstract or specific, as illustrated by the following examples:

| | | | |
|---|---|---|---|
| experience | pleasure | religion | relationships |
| education | family | creativity | material goods |
| money | friends | security | a job |
| helping | honesty | health | almost anything |
| achievement | social action | personal growth | |

Knowing your values is important because you live by them and work for them. When you make a decision or are in a conflict, your values are involved. Values hold the key to motivation, self-determination, resolution of conflicts and your lifestyle.

If you know your values, you can run your life better. Decisions and results are more satisfying when your decisions are consistent with your values. You feel that you are more in control of your life. There is a direct relationship between your values and motivation. What you value you will be motivated towards achieving. Don't take this to mean that what you <u>say</u> you value will motivate you. Some people say, "I value education" yet consistently fail courses, because on an emotional level they value other things more, such as sports, dates and partying. Your behavior indicates what is valuable to you at the moment.

Where do you get your values? You learn them or choose them. You learn from family, schools, religion, friends, etc. Some values remain constant throughout your life and others change. If you accept them you will not challenge and change them. Values and needs are closely related, but they are not the same. A person valuing a love relationship may need love, security and protection. Asking yourself the following question, "Why is this important?" may help you begin to see your more basic needs.

You have the freedom to select your own values after considering alternative values and consequences. As your values change, new decisions and actions will be needed. When you choose a new value, you put it into practice with your behavior. You must <u>act</u> on the new value and not just have it in your head. To tell the truth a few times does not mean "honesty" is a top value of yours. You have to act on the value repeatedly over a period of time.

You will regard certain of your values as more important than others. When you decide what values have priority in your life you can begin to resolve some of your conflicts. When two or more values are held at the same level of importance, you will experience a conflict. The order of priority of your values can and probably will change as you go through life. At times, your values will also conflict with those of other people since each individual has a unique set of values. It is important for you to determine what your major values are and in what order of priority they are. The following activities can help you to identify your values.

### A. Value Matching

The following list of actions imply the importance of certain values. Match the action on the left with the appropriate value from the list on the right.

___ 1. You spend a good deal of time getting yourself ready to go to work in the morning.

___ 2. You get upset when one person takes credit for what another has done.

___ 3. You like having your own home and living by your own resources.

___ 4. You enjoy doing new things and encouraging others to try something new.

___ 5. You enjoy family reunions and learning about your family history.

___ 6. You must believe in the purpose of your work and feel that you have an important role to play in it.

___ 7. You carefully schedule time to do things with your children.

___ 8. You feel a responsibility to help to improve the living conditions of those who are not as well off as you.

___ 9. You enjoy being considered an authority in your field.

___10. You enjoy buying things.

___11. You demonstrate an interest in others and actively maintain personal contacts.

___12. You will always make an effort not to talk against one colleague to another.

___13. You get regular medical checkups, watch your diet and don't smoke.

___14. You have several activities outside of work that you do for your own enjoyment.

___15. You carefully monitor your expenses.

a. fairness
b. family
c. financial security
d. friendships
e. healthy life
f. heritage
g. independence
h. innovation
i. leisure
j. loyalty
k. material possessions
l. meaningful work
m. personal appearance
n. recognition
o. social consciousness

The matches in most cases were probably quite apparent to you, but it is important to note that the values indicated are fulfilled by <u>action</u>, not by feelings or general statements. It is one thing to say you value something, but it does not become a real value until it becomes translated into action.

B. Forced Choices

Not all of the options below are desirable, however they are thought-provoking. When you have two values of equal importance you MUST prioritize them in order to resolve the conflict. So make the selection based on your values now. Remember you may select only ONE response.

1. If you were to inherit $27,000 today how would you use it?

___ start a business
___ travel
___ save it

2. You are at a party with your friends and have just heard your good friend tell an unfair tale about another individual. Would you...

___ remain quiet
___ defend the innocent person
___ question your friend later

3. Which of the following would you like to alter?

___ the way you spend your free time
___ your personality
___ your physical appearance

4. You have a week's vacation. How would you spend it?

___ by yourself
___ with a companion
___ with members of your family

5. Which of the following would you have a difficult time permitting to stay in your home?

___ a member of a motorcycle gang
___ a homosexual
___ a racially integrated couple

6. You are married and are offered an unbeatable job in a different part of the country. Your spouse has a fantastic job here and wants to remain here. Would you...

___ commute home on weekends
___ move your family to the new town
___ turn down the offer

7. In order for you to be promoted, what would you most likely do?

___ hand in a coworker's idea as your own
___ try to brown nose the boss
___ lie about your qualifications

8. Which work would you like best?

___ work you like with little pay and a lot of status
___ work that is boring with little pay and a lot of status
___ work you enjoy with a lot of pay and little status

---

[6]Adapted from Fribush Cooper, Jacqueline. Emphasis: Self. Salt Lake City: Olympus Publishing Company, 1977, pp. 47-48

C. Values Inventory

The following is a list of 25 life values. Make a check mark next to those that are important to you.

___ 1. Being considered a genuine person
___ 2. Being an honest person
___ 3. A meaningful love relationship
___ 4. Good self-confidence and personal growth
___ 5. Enjoyment of nature and beauty in any form
___ 6. A life with meaning, purpose, fulfillment
___ 7. Continuing to learn and gain knowledge
___ 8. A chance to help the sick and disadvantaged
___ 9. A physical appearance you can be proud of
___ 10. Some honest, close friends
___ 11. A long and healthy life
___ 12. A meaningful relationship with God
___ 13. A good marriage relationship
___ 14. Satisfaction/success in the career/job of your choice
___ 15. An equal opportunity for all people
___ 16. Freedom to live your life as you want
___ 17. A financially comfortable life
___ 18. Accomplishing something worthwhile
___ 19. A secure and positive family life
___ 20. An enjoyable, leisurely life
___ 21. Unlimited travel, fine foods, entertainment, recreational and cultural opportunities
___ 22. Being known as an innovative person
___ 23. A beautiful home in the setting of your choice
___ 24. A chance to develop creativity/potential in any area
___ 25. Owning a possession of great value

Now go back and choose the five values that are most important to you and write them on the lines below:

My five top values are

_____

_____

_____

_____

_____

[7]Adapted from McHolland, James. Basic Guide & Handbook - Human Potential Seminar. Evanston, Illinois: National Center for Human Potential Seminars and Services, 1976, p. 38.

Now go back and determine which value is most important in your life and place the number "1" next to it. Then determine which value is next in importance and place the number "2" next to it, and continue for all five values. Then ask yourself the following questions:

1) Do my actions in my life right now reflect these values and the priorities that I have given to them?

2) If my actions in my life now do not reflect my values, how can I change them now so that they are more in keeping with my values?

3) If there are some aspects of my life that I cannot change now, what is my timetable for bringing my life more into harmony with my values?

4) What kind of career or career change would be most in keeping with my values?

## V. LIFE STYLE PREFERENCES

What kind of life style do you want to have? Do you really want to live in a rural setting? Do you want to have many cultural activities available to you? Do you want a large family? Do you want to travel often? In considering a career choice or career change, it is important to look at the style of life that you feel would be best for you. If you have certain preferences that are very important to you, then these may very well make a difference in the type of career that you choose. If you wish to live in a rural area then you should choose a career that will allow you to locate there. If you want to travel often, you may wish to choose a career that involves frequent travel.

The following inventory lists a variety of life style considerations. Indicate which ones are of importance to you in the spaces provided.[8]

Instructions: Circle the area on the following scale which most closely represents your feelings.

| | | | |
|---|---|---|---|
| 1. | Time spent alone | 3 2 1 2 3 | Time spent with people |
| 2. | Interest in political activity | 3 2 1 2 3 | Little interest in political activity |
| 3. | Live in constant climate | 3 2 1 2 3 | Live in seasonal climate |
| 4. | Work only for wages | 3 2 1 2 3 | Work is #1 priority in your life |
| 5. | Have a short drive to work | 3 2 1 2 3 | Have ½ hour or more drive to work |
| 6. | Live in rural area | 3 2 1 2 3 | Live in urban area |
| 7. | Have children | 3 2 1 2 3 | Have no children |
| 8. | Own living quarters | 3 2 1 2 3 | Rent living quarters |
| 9. | Live in house | 3 2 1 2 3 | Live in apartment |
| 10. | Live alone | 3 2 1 2 3 | Live with people |
| 11. | Spend money | 3 2 1 2 3 | Save money |
| 12. | Active religious life | 3 2 1 2 3 | Little need for religious activities |
| 13. | Frequent travel | 3 2 1 2 3 | Little or no travel |
| 14. | Live in cultural centers (e.g. theater, concerts, ballet, art galleries) | 3 2 1 2 3 | Little need for cultural stimulation |
| 15. | Have large sums of money | 3 2 1 2 3 | Little need for large sums of money |

[8]Fribush Cooper, Jacqueline. Emphasis: Self. Salt Lake City: Olympus Publishing Company, 1977, p. 57.

| | | | |
|---|---|---|---|
| 16. | Access to educational facilities (i.e., schools, libraries) | 3 2 1 2 3 | Little need for educational facilities |
| 17. | Be a participant in community affairs | 3 2 1 2 3 | Want little involvement with community |
| 18. | Access to public entertainment (i.e., movies, restaurants) | 3 2 1 2 3 | Little need for public entertainment |
| 19. | Have many possessions, luxuries | 3 2 1 2 3 | Little need for possessions, luxuries |
| 20. | Live close to recreational facilities | 3 2 1 2 3 | Little need for recreational facilities |

Now list your most important life style preferences:

In what ways might these life style preferences affect your choice of career or your career change?

## VI. SUMMARY

You have now evaluated your interests, work values, skills, values, and lifestyle preferences. This is the first step in evaluating what type of career plan may be best for you. Additional topics that will be helpful in continuing your career exploration process are covered in other parts of the Career Life Assessment Skills Series (CLASS). In summarizing this booklet on self-awareness, it may be helpful to return to the questions asked at the beginning. Try to answer them now.

1) What are my interests?

How do my interests relate to a career I might choose?

2) What are my work values?

How important are they in choosing a job or career?

3) What are my skills?

What new skills would I like to develop?

4) What are my values?

What effect do they have on my career and on my way of life?

5) What are my lifestyle preferences?

How do they relate to the career I may choose?

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